# Annotated Bibliography

# Literature Review of the Paramilitary Training Model

NIC

National Institute of Corrections

# Literature Review of the Paramilitary Training Model

**Andragogy**

Andragogy is the art and science of helping adult learners. The paramilitary model has been adapted from military practices that are based on command and control. It contrasts with the andragogical model of building one's abilities in problem-solving and applying mechanical skills. Andragogy recognizes past experiences and advocates for a self-directed learning concept. (Flosi, 2011)

Robert F. Vodde's book, Andragogical Instruction for Effective Police Training details a two-year study that examined and compared the efficacy of an andragogical instructional methodology to that of a traditional, prescriptive, pedagogical, and militaristic format of basic police training. The study revealed not only that an andragogical approach yielded greater outcomes in terms of skills and competencies, but that it was preferred among recruits, in great part due to the emphasis placed on experiential learning and a collegiate and collaborative approach to learning. (Vodde, 2009)

**Learning Styles**

From 2011 to 2013, a total of 664 state and local law enforcement academies provided basic training to entry-level officer recruits in the United States. During this period, nearly 135,000 recruits (45,000 per year) entered a basic training program, and 86% completed the program successfully. This completion rate was the same as was observed for the 57,000 recruits who entered training programs in 2005. About half (48%) of recruits were trained by academies using a training model that was more stress than non-stress oriented in its approach.

Stress-based training is based on the military model and typically involves intensive physical demands and psychological pressure. About a fifth (18%) of recruits were trained by academies that maintained more of a non-stress environment. The non-stress model emphasizes academic achievement, physical training, and a more relaxed and supportive instructor–trainee relationship. A third (34%) of recruits were trained in academies that balanced the two approaches. (Reaves, 1)

A total of 2786 police, corrections and probation trainees in Alaska, Maryland and Missouri took a learning style survey to measure four major and very different ways people approach learning. The survey results indicate that most of the participants are Type 3 learners—the parameters of thinking and acting: great at solving problems; seek usability; need to know how things work; learn by testing theories; and function through pragmatic common sense. (Rothman and McCarthy, 2012)

Researcher, Wendy D. Williams, conducted a process evaluation of a basic training program at a state corrections academy in the southeastern United States to identify what factors were affecting trainee retention. Using various instruments, data collected from trainees and academy instructors emphasized: pretest and posttest trainee perceptions and attitudes of basic training; effectiveness of instructors, curriculum topics, and training methods; and reasons given by trainees for withdrawing from the program prior to completion. An analysis of the data revealed significant differences in trainee perceptions before and after basic training, as well a relationship between instructor sense of efficacy and instructor delivery of content and trainee academic achievement. (Williams, 2013)

The VARK Learning Preference test was administered to 101 law enforcement officers from a large sheriff's office in south Florida. This study sought to identify learning style preference by full-time law enforcement officers and how does the law enforcement officers' gender, age, current rank and duty assignments, years of full-time law enforcement experience, and level of education affect the officers' learning style preference. The descriptive statistics showed multimodal was chosen more than any of the other choices and the second most common preference was the read/write that had an overall affect on the strength of the multimodal preference. (Landry, 2011)

**Corrections**

The Travis County Sheriff's Office (TCSO) in Austin, Texas operates as a paramilitary organization with a set chain of command. The research explored the management practices used within the TCSO using transformational leadership principles. These practices are explored to determine if the TCSO develops leadership using the four principles of transformational leadership. The key elements of transformational leadership are idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration. Results from this case study suggests the TSCO develops their supervisors using transformational leadership principles. (Sandoval, 2009)

There is no single model for corrections training and research that has been demonstrated to be superior over others. There is a need to develop a stronger evidence-based through research and evaluation to identify which models are more effective than others. The results from *Models and Structure of Corrections and Police training and Research Activities in Canadian and International Jurisdictions* suggest when choosing a training or research model for corrections, organizations may be best served by reflecting upon their values, mandate, structure, and what they hope to accomplish. These considerations will likely lead to the training and research models best suited to their needs. (Jewell, 2013)

Compared to law enforcement training academies, corrections training is significantly shorter in duration. Corrections academies also cover fewer topics related to professionalism and communication, critical skills cited repeatedly by participants of this study (correctional officers at four Midwestern state prisons). Findings also support the belief that the corrections

profession must become more professional and reduce turnover. It must also become more adept at developing an organizational culture that will promote its growth as a profession. (Wilson, 2013).

**Police**

Even as community policing has emerged as the dominant paradigm; research indicates that police agencies continue to be highly militaristic and bureaucratic in structure and culture. This article reports findings from an observational study of recruit training at a police academy that has introduced a new curriculum emphasizing community policing and problem solving. The authors found that despite the philosophical emphasis on community policing and its themes of decentralization and flexibility, the most salient lessons learned in police training were those that reinforced the paramilitary structure and culture. (Chappell and Lanza-Kaduce, 2009) The topic of paramilitary policing within a police academy has been an exceedingly controversial topic within the Henrico County Division of Police. This study was completed to answer this research question: What is the perceived impact of paramilitary training on police recruit performance? This research provided evidence that most Henrico County police officers prefer a paramilitary style academy. (Nobles, 2007)

Field Training Officer Program traditionally places little to no emphasis on critical thinking, professional self-regulation, communication skills or problem-based learning. The Police Training Officer Program (PTO) is an innovative form of education that focuses on problem based learning for post academy graduates. The PTO Program emphasizes adult education, problem solving, emotional intelligence, and conflict resolution. However, currently, relatively few agencies are offering this education to their post academy graduates and none are offering it to their academy recruits due, in part, to a lack of qualified instructors. Through Community Oriented Policing, law enforcement agencies can address this instructor shortage by partnering with university educational institutions to secure instructors who are competent in andragogy, critical thinking, and problem-based learning. (Sereni-Massinger and Wood, 2016)

**Sources**

Batts, Anthony W., Sean Michael Smoot, and Ellen Scrivner (2012) <u>Police Leadership Challenges in a Changing World</u>
This article examines the impact of new technology and a new generation of police officers on existing police culture. There is a new generation of police recruits entering the profession, with habits and expertise in different areas that can clash with police organizations' traditional paramilitary culture and industrial type bureaucracy. The success of police organizational leaders may depend on how effectively they recognize and adapt to the dynamic characteristics of younger officers.
*https://www.hks.harvard.edu/programs/criminaljustice/research-publications/executive-sessions/executive-session-on-policing-and-public-safety-2008-2014/publications/police-leadership-challenges-in-a-changing-world*

Chappell, Allison T., and Lonn Lanza-Kaduce (2009) <u>Police Academy Socialization: Understanding the Lessons Learned in a Paramilitary-Bureaucratic Organization</u>
This article reports findings from an observational study of recruit training at a police academy that had introduced a new curriculum emphasizing community policing and problem solving. The authors found that despite the philosophical emphasis on community policing and its themes of decentralization and flexibility, the most salient lessons learned in police training were those that reinforced the paramilitary structure and culture.
*http://journals.sagepub.com/doi/abs/10.1177/0891241609342230?journalCode=jcec*

Cowper, Thomas J. (2000) <u>The Myth of the "Military Model" of Leadership in Law Enforcement</u>
This article analyzes the so-called military model in law enforcement and dispels the notion that police officers and their departments are patterned after the real military. It illustrates the problems caused within policing by the false assumptions about military leadership, structure, and doctrine and then outlines the potential benefits to policing of a more correct understanding and application of valid military concepts and methodologies.
*http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.184.9816&rep=rep1&type=pdf*

Deverge, Citlali Alexander (2016) <u>Police Education and Training: A Comparative Analysis of Law Enforcement Preparation in the United States and Canada</u>
This research presents a case study of two police training academies located in a Canadian urban province and in the Southern United States. The aim of this project is to determine similarities and differences in police training orientations across locations, to assess whether required higher education impacts trainee self-efficacy and motivation to learn during initial police training, as well as to identify whether motivation and self-efficacy are differently affected across locations.
*http://aquila.usm.edu/masters_theses/265/*

Flosi, Ed (2011) <u>Curriculum Development for Law Enforcement: Pedagogy Versus Andragogy</u>

The theory of multiple intelligences recognizes that not everyone learns information the same way and that training must be provided in several different ways to accommodate the various learning styles.
*https://www.policeone.com/police-trainers/articles/3773478-Curriculum-development-for-law-enforcement-Pedagogy-versus-Andragogy/*


Jewell, Lisa (2013) <u>Models and Structures of Corrections and Police Training and Research Activities in Canadian and International Jurisdictions</u>
This paper provides an overview of various models of training and research employed in the fields of policing and corrections. Jurisdictions, both within Canada and internationally (i.e., United States, United Kingdom, Ireland, and Australia), were scanned to determine current models of practice. Information was sought about the governance structures of given training models; the timing, approach, and providers of basic/recruit training; and the nature of in-service/advanced training for mid-career professionals. With respect to research models, governance structures were examined, as well as specific areas of research focus, including whether there was any interrelationship between research and training.
*https://www.publicsafety.gc.ca/cnt/rsrcs/lbrr/ctlg/dtls-en.aspx?d=PS&i=80762248*


Landry, John M. (2011) <u>Learning Styles of Law Enforcement Officers: Does Police Work Affect How Officers Learn?</u>
This quantitative study utilized the VARK learning style preference assessment instrument to examine how full-time sworn law enforcement officers learn and attempted to identify a predominant learning style preference among the participants.
*http://vark-learn.com/wp-content/uploads/2014/08/Landry_Dissertation_2011.pdf*


Makin, David A. (2015) <u>A Descriptive Analysis of a Problem-Based Learning Police Academy</u>
This research provides the first of several outcome evaluations as part of a longitudinal study on the efficacy of problem-based learning in a Basic Law Enforcement Academy (BLEA). Data for this research include survey results for the period of 2009–2012. Early results suggest the problematic nature of the dualistic dilemma within police academy training
*http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1544&context=ijpbl*


Nobles, Lauren Carol (2007) <u>Perceived Impact of Paramilitary Training on Police Recruit Performance</u>
The topic of paramilitary policing within a police academy has been an exceedingly controversial topic within the Henrico County Division of Police. This study was completed to answer this research question: What is the perceived impact of paramilitary training on police recruit performance?
*http://scholarship.richmond.edu/masters-theses/760/*


Reaves, Brian A. (2016) <u>State and Local Law Enforcement Training Academies, 2013</u>

This report uses data from the Bureau of Justice Statistics' (BJS) 2013 Census of Law Enforcement Training Academies (CLETA) to describe basic training programs for new recruits based on their content, instructors, and teaching methods.
https://www.bjs.gov/index.cfm?ty=pbdetail&iid=5684

Rothman, Darla, and Bernice McCarthy (2012) <u>Survey Identifies Learning Styles of Law Enforcement and Corrections Personnel</u>
The article discusses a Learning Type Measure (LTM) survey of police, corrections and probation officer trainees. The study focused on four main learning styles based on experience and feeling, reflection, thinking and judgment, and action. The results indicated that most trainees responded best to a style incorporating thought and action, which favored qualities such as problem solving, learning by theory testing, and pragmatism.

Sandoval, Juan I. (2009) <u>Assessing the Travis County Sheriff's Office Management Practices Using Transformational Leadership Principles</u>
The purpose of this applied research project is threefold. First, it describes the four elements of transformational leadership from the literature. Second, this research project uses the Travis County Sheriff's Office as a case study to facilitate exploration of the application of transformational leadership principles. Third, it provides recommendations used to enhance transformational leadership in the Travis County Sheriff's Office.
*http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.452.4551&rep=rep1&type=pdf*

Sereni-Massinger, Christine, and Nancy Wood (2016) <u>Linking Educational Institutions with Police Officer Training Programs</u>
Community partnerships that are formed through Community Oriented Policing help to assist law enforcement officers with academy education and post academy education. The training offered in the academy and the post academy Field Training Officer Program traditionally places little to no emphasis on critical thinking, professional self-regulation, communication skills or problem-based learning. The Police Training Officer Program (PTO) is an innovative form of education that focuses on problem based learning for post academy graduates. The PTO Program emphasizes adult education, problem solving, emotional intelligence, and conflict resolution. This education is necessary to assist officers in de-escalation strategies within their communities and can lend to the reduction of civil disturbances.
*http://journal.uad.ac.id/index.php/EduLearn/article/view/3443*
Vodde, Robert F. (2009) <u>Andragogical Instruction for Effective Police Training</u>
This book details a 2-year study that examined and compared the efficacy of an andragogical instructional methodology to that of a traditional, prescriptive, pedagogical, and militaristic format of basic police training.

Williams, Wendy D. (2013) <u>Process Evaluation of the Basic Training Program at a State Corrections Academy in the Southeast</u>

This applied dissertation was designed to provide law enforcement and corrections administrators with current information about the components of basic training that can affect the retention of newly employed trainees during basic training.

Wilson, B. Dale (2013) <u>Prison Management, Correctional Officer Interactions, and Organizational Structure: An Ethnographic Approach</u>
This qualitative ethnographic study employed 19 unstructured in-depth interviews to draw out the experiences of correctional officers at four Midwestern state prisons. Findings supported existing research that the predominant issues were related to organizational culture and were not necessarily inmate centered. Officers reported problems communicating with peers as well as administrators. They also expressed frustration with high staff turnover and low pay. Findings implicated training as one significant issue.
*http://gradworks.umi.com/35/95/3595258.html*